P3 (continued)

fruits and vegetables. Following four-weeks of testing, students present their recipe to a taste panel of community volunteers who provide anonymous online feedback. Select recipes are further evaluated in the community by Family and Consumer Science Extension professionals. To date, 61 recipes have been fully developed as professional printed recipe cards with two million cards distributed throughout Kentucky.

Evaluation: To assess student attitudes towards the SL project, students were invited to complete an anonymous survey at the end of the Spring 2014 and Fall 2014 semesters. On a 7-point scale (7=exceptionally interested), student interest in the PIUKP SL project increased significantly during the course of the semester (beginning: 4.1 ± 1.7 end: 5.2 ± 1.4).

Conclusions and Implications: Student feedback supports the value of real-life applications through SL activities in enhancing student knowledge and interest in nutrition interventions to promote community health and wellness.

Funding: USDA, Kentucky Department of Agriculture.

P4 SNAP Challenge Assignment: Preparing Students for Working With Low-Income Populations

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Objective: To provide dietetics students with experiential opportunities to better understand the reality of challenges facing limited resource populations and to subsequently develop appropriate nutrition programming based on the Social Ecological Model. In alignment with the average weekly Supplemental Nutrition Assistance Program (SNAP) issuance, students completed the "SNAP Challenge" by attempting to follow the Dietary Guidelines for Americans for one full week on a budget of only \$32.

Target Audience: Senior-level dietetics students.

Theory, Prior Research, Rationale: This assignment was designed as a transformative learning opportunity encouraging students to experience food shopping, meal planning, and preparation from the perspective of economically-disadvantaged individuals.

Description: Students were enrolled in Community Nutrition. The learning objectives of the course illustrate the overarching goal to apply nutrition and physical activity principles to current nutrition and physical activity programs, while investigating the political and legislative processes affecting the practice of dietetics.

Evaluation: Students submitted a food cost log, food group and calorie reports and nutrient reports during the SNAP Challenge located at the MyPlate SuperTracker. Students also wrote reflective responses to prompts on their ability to complete the assignment and designing an intervention or program using the Social Ecological Model as a framework to serve SNAP-eligible individuals based on their experiences.

Conclusions and Implications: The SNAP Challenge was successful in helping students elucidate potential

barriers to healthy eating for low-income populations, develop strategies to overcome these barriers and encouraging students to set priorities for improving dietary quality in their target population.

Funding: None.

P5 Extension Educators Widen Reach Through Community-Focused Undergraduate Online Teaching

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Objective: This new online course, taught by extension nutrition educators, aims to increase undergraduate students' knowledge of community interventions that address obesity and related chronic diseases.

Target Audience: Juniors/Seniors enrolled at the State University.

Theory, Prior Research, Rationale: Historically, the educational domain of Extension Nutrition Educators has been community, not campus, settings, where they utilize practical experience in fostering behavior change to decrease the risk of chronic disease. A new opportunity provided a forum for experienced Extension Nutrition Educators to bring their technical knowledge and teaching/interpersonal skills in the area of obesity and chronic disease prevention to undergraduate students for the first time. Often, universities and their surrounding communities co-exist but remain divided. Teaching online undergraduate courses has allowed Extension faculty to connect students to the larger community, helping to narrow that divide.

Description: An online Junior/Senior colloquium course was created by Extension Educators with nutrition and public health expertise. The course focuses on understanding the causes, assessment, and treatment of obesity and related chronic diseases, as well as an opportunity to explore first hand community programs which target obesity prevention and management. The course is part of a new Extension-sponsored minor in Community Health Outreach which includes a practicum that pairs students with county-based Extension Nutrition Educators for real-world experience in nutrition education and health promotion.

Evaluation: After 3 semesters, and a total of 75 enrolled students, university course evaluations have indicated favorable reviews.

Conclusions and Implications: Extension Nutrition Educators can broaden their reach and engage and benefit new audiences through application of their knowledge and skills in undergraduate online teaching.

Funding: None.

P6 Blogs: Promoting Education Through Entertainment

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P6 (continued)

Objective: To determine whether maintaining a nutrition blog increased student confidence in developing consumer nutrition messages.

Target Audience: 36 undergraduate and 3 graduate students enrolled in a community nutrition course.

Theory, Prior Research, Rationale: The project was based on the Theory of Planned Behavior. The purpose was to increase students' confidence about communicating nutrition to consumers, thus increasing students' intentions to do so as professionals.

Description: After choosing a nutrition topic, students posted one original blog weekly for 8 weeks. Each student assessed the literacy level on one blog using the SMOG Readability Index and the Flesch – Kincaid Grade Level. At completion of the assignment, students evaluated the blog project using a 10 item, 5-point Likert scale questionnaire. Students reported the change in their self-efficacy to write for low literacy groups and use technology to disseminate nutrition information.

Evaluation: Survey item response differences were evaluated using the Wilcoxon signed-rank test. Median before and after Likert responses were significantly different ($p=.000$) for 3 items: comfort writing about nutrition for the public; understanding how to use the internet to communicate nutrition to the public; and writing for low literacy audiences. Median responses improved from somewhat agree on all three items to agree and strongly agree on writing.

Conclusions and Implications: Writing nutrition blogs may allow students to develop skills and confidence communicating health message using technology. Projects based on practical application and utilizing relevant technology may create confident entry level practitioners.

Funding: Supplemental Nutrition Assistance Program.

P7 Comparison of Exam Completion Order to Grade in College Students Enrolled in a Nutrition Science Class

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Objective: To determine if exam completion order is predictive of exam score and final grade in the class.

Design, Setting and Participants: Four exams (3 -100 points each and 1 - 150 points) were administered to 120 undergraduate students enrolled in an introductory nutrition science course. Students completed exams in class, and the instructor maintained exams in the order in which they were submitted. Exam scores and student ID's were recorded by finish order, and final course grade was also recorded.

Outcome Measures and Analysis: Using SPSS, linear regression assessed whether finish order was predictive of exam score and final grade. Correlation was used to determine if finish order was associated with exam score and final grade.

Results: Finish order did not predict exam score ($p=.249$), $R = 0.054$ and $R^2=0.003$. Exam 2 finish order was a weak, significant predictor of final grade ($p=.05$), $R = .213$ and $R^2=.045$. Exam 2 and 3 finish orders were positively correlated with final course grade, those finishing later earned higher final grades ($p=.027$ and $.047$ respectively). Finish orders were correlated with each other, meaning students finished consistently around the same time ($r = .721 - .833$, $P<.05$).

Conclusions and Implications: Finish order did not predict exam grade. Exam 2 and 3 finish orders were weakly, positively correlated with final course grade. Factors related to this correlation include: better student understanding of exam format and content leading to better student preparation, and more challenging content on exams. Further research should explore student exam preparation versus exam finish order.

Funding: None.

P8 Promoting Cultural Competency in Nutrition Students Through Training Paraprofessionals in an International Setting

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Objective: An international community-based nutrition education model was developed between US and Caribbean partners to integrate diversity training, cultural competence, and nutrition education through a train-the-trainer program.

Target Audience: Dietetic students, Caribbean nationals.

Theory, Prior Research, Rationale: Diversity training and cultural competence must become fundamental components of university curricula.

Description: Dietetic students ($n=5$), university nutrition science faculty ($n=2$), and Caribbean nationals ($n=7$) developed eight culturally specific nutrition education modules on basic nutrition, sanitation and safety, and risk reduction and management of prevalent non-communicable chronic diseases during spring semester 2009. Nutrition students presented the modules for Community Health Aides ($n=20$) onsite in the Commonwealth of Dominica during summer 2009.

Evaluation: Students responded to structured prompts pertaining to challenges of course development, personal and community impact of the program, and memorable/learning experiences through reflective journals. Participants completed a satisfaction survey and discussed their opinions in a focus group. Themes of personal growth, improved cultural competence, and skill development emerged. Participants agreed that the workshop was a wonderful avenue to connect amongst their communities, establish collegial partnerships, and work with others from different cultures.

Conclusions and Implications: Nutrition education workshops for Community Health Aides can be extremely useful tools for developing a larger base of knowledge,

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